

IMPLEMENTATION AND COMPARISON OF SERVICE LEARNING PEDAGOGY IN A SUBJECT OF INTERIOR DESIGN

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ABSTRACT

Referring to the case study in the Department of Interior Design of Petra, the implementation of service learning pedagogy in a subject of design can give additional values for students. Considering aspects of psychology, social, economy, and culture, students can solve the real problems in their society.

Compared to two standard systems of approach in pedagogy: teacher-centred approach and learner-centred approach, it is known that implementation of service learning in the subject of Interior Design II is compatible with both of them. The implementation of service learning is conducive for students to develop all of their potencies of domains: cognitive, affective, psychomotor; and factors of education: cognitive and metacognitive, motivational and affective, developmental and social, individual differences.

Keywords: implementation, comparison, service learning, interior design

ABSTRAK

Mengacu pada studi kasus di Jurusan Desain Interior Petra, pengejawantahan pedagogi service learning pada sebuah mata kuliah desain dapat memberikan nilai-nilai tambah bagi para mahasiswa. Ditinjau dari aspek psikologi, sosial, ekonomi, dan budaya, para mahasiswa dapat memecahkan masalah-masalah nyata dalam masyarakat.

Dibandingkan dengan dua sistem pendekatan standar dalam ilmu pendidikan, yaitu pendekatan teacher-centred dan pendekatan learner-centred, maka dapat diketahui bahwa pengejawantahan service learning dalam mata kuliah Desain Interior II selaras dengan kedua sistem pendekatan di atas. Pengejawantahan service learning kondusif bagi para mahasiswa untuk membangun semua potensi domain mereka yaitu: kognitif, afektif, psikomotor; dan faktor-faktor dalam pendidikan mereka yaitu: kognitif dan metakognitif, motivasi dan afektif, developmental dan sosial, serta perbedaan-perbedaan individual.

Kata kunci: pengejawantahan, perbandingan, service learning, desain interior

INTRODUCTION

One of the world's actual issues in pedagogy is service learning. This pedagogy is based on the awareness of the developed countries to turn the orientation of education from industry back to the society. This pedagogy is spirited by universal Christian values; to love and care for others as the main values of Christianity. But because of the universal point of view of knowledge, service learning in education is not textual to the Bible but contextual, so that it can be applied by everyone.

Petra Christian University has been developing the implementation of service learning as its responsibility to society. Located in Surabaya, the second largest city in Indonesia, Petra faces the reality of social problems that surround it. Similar to other cities in under developed countries, Surabaya has many social problems such as: health, education, economy, environment, etc. Petra has intellectual

resources to empower the society by developing it in togetherness. As a national university, Petra runs a national system of higher education, it is called “*Tri Dharma Perguruan Tinggi*”, they are: education, research, and community service. As a Christian university, Petra has a motto of “Global and Caring” as the implementation of its vision and mission. Those three points can be the main reasons for Petra to organize service learning uniquely, not merely replicate the models in use at other institutions.

Petra has always been successful in running Community Outreach Program (COP), an annually international program of service learning¹. This is an interdepartmental program. Lately, Petra has

¹ This program is recorded in the book of Service learning in Higher Education around the World by Berry and Linda (1999). In that book it is categorized as cohesive curriculum program: there are credits to run the program, whereas service is a group project with students in the group approaching the learning and service from several different disciplines. In this model they share their varying approaches through the work they are doing together.

expanded the program of service learning in the departmental level. Each department is supported by the university to develop unique concepts of service learning as an integrated program in relevant subjects.

Interior Design is one of the departments in Petra, a discipline derived from fine arts and mentioned as applied arts. As an applicative discipline, interior design has close connectivity to the society as the client. In the discourse of design critics, interior design has two orientation, they are high and low design (Suastiwi, 2003). High design is design which is oriented to the high level society. Low design is design which is oriented to the low level society. Interior design for the high level society has grown sophisticatedly because of the support of economic values, but on the contrary, interior design for the low level society is left behind compared to it. This is the chance for young interior designer candidates to develop low design by facing the real problem of majority of the society around them. Service learning becomes one of the commitments for Department of Interior Design of Petra to develop the unique value in education process.

This paper discusses about implementation of service learning in Petra Christian University with case in Department of Interior Design. The model used in this program is the subject Interior Design II: designing of residential space which is applied for settlement. The project of the subject is a real case in a village of Surabaya, Indonesia. The discussion is compared to some perspectives to get more comprehensive appreciation and conclusion.

PEDAGOGY OF SERVICE LEARNING

Definition

There are references which can be used to explain the definition of service learning. Seifer defines service learning as a teaching methodology that combines community service with explicit academic learning objectives, preparation, and reflection. Students provide community service but learn about the context in which it is provided, the connection between the service and their academic coursework, and their roles as citizens (Seifer, 2000).

Abregana defines service learning as a teaching tool that ties academic curriculum to a service project that both reinforces and expands students' learning. This is aimed at creating experiential education for young people so that they can connect the learning to their lives and provide a benefit to the local or global community. There are three elements of service learning: students, teachers, and community partners. They develop learning objectives that meet educa-

tional standards and address the change in knowledge, skills and attitudes they expect to see as result of the service project. The project addresses a real community need which is linked to learning objectives. Students have an opportunity to reflect on and after their service (Abregana, 2006).

Characteristics of Service Learning

Service learning is distinct from community service or volunteerism in that it is directly tied to curriculum, identifies goals and objectives, and meets educational standards. Reflection is an important component of service learning, as students seek to understand their experience and the curriculum while drawing connections and conclusions.

Thus, community engagement through service learning differs from traditional community service and volunteer activities in several ways: (1) balance between service and learning objectives; (2) emphasis on reciprocal learning; (3) emphasis on developing citizenship skills and achieving social change; (4) emphasis on reflective practice; (5) emphasis on addressing community-identified needs and integral involvement of community partners (Abregana, 2006). Service learning is not only giving of any kind of services to targeted community, but also learning of the meaning of caring for others.

Institutionalization of Service Learning

Institutionalization of service learning in universities requires three points: (1) faculty commitment; (2) agency partnership; (3) institutional commitment. Faculty commitment includes: integration of service learning approach in subjects taught, development of modules/curriculum, application of appropriate learning evaluation strategies, monitoring efficacy of service learning in learning outcomes, information exchange through web page/publication/brochures/handouts, study visit or exchange programs with service learning providers, networking and local/national/international conferences. Agency partnership includes: needs assessment/analysis, placement procedures/requirements, supervision of students, formal agreements or memorandum of understanding. Institutional commitment includes: designation of service learning officer for the university, budget allocation, provision of office space and support staff, incentives for service learning faculty, setup of mechanisms for the integration of service learning in the academic disciplines.

Service learning can be applied in four models, they are service learning: (1) as part of a course; (2) as a specially-designed course; (3) as a departmental program; (4) as a departmental program in collaboration with partner agencies (Abregana, 2006). A key

question to formulating the model is whether the study and service will be organized for a group of students or individualized for a particular student. There are four possible patterns:

1. Group study, group service
In this pattern students engage in the same set of studies and perform the same type of service. The service may be at the same agency or in separate but similar agency.
2. Group study, individual service
Here students are engaged in the same set of studies but are performing different types of service. The service is usually carried out in different agency, but it may be within the same agency if the agency is large, has a variety of objectives and activities, and so is organized to utilize the services of a number of students.
3. Individual study, group service
Students may be engaged in the same service project but are using the experience to study different subjects.
4. Individual study, individual service
Here the student and teacher decide on the learning goals and methods and the student performs the related service in an agency chosen by the college or, more frequently, selected by the student (Berry and Linda, 1999).

SYLLABUS OF THE SUBJECT OF INTERIOR DESIGN II²

General Instructions

1. Principles of residential interior design
2. Principles of values: aspect of psychology, social, economy, and culture
3. Design method: conceptual approach in the designing process
4. Technical principles: building physics, building technology, building statics, building construction, ergonomic, building materials.
5. Aesthetic principles: unity, dominance and balance in the elements of design (dot, line, surface, volume, colour, texture, pattern).

The Goal

Students have the ability to design residential interior design which is applied for settlements, by methodological process and apply principles of values into design, supported by technical and aesthetic principles.

² It is taken from the syllabus of the subject of Interior Design II, Department of Interior Design of Petra Christian University, planned by Sp. Honggowidjaja, M.Sc. Arch and Adi Santosa, S.Sn. The syllabus has been being implemented in the second semester of 2005/2006, as the first experiment with the pedagogy of service learning.

Specific Instructions

Students have the ability to:

1. understand principles of residential interior design which is applied for settlements
2. understand aspects of psychology, social, economy, and culture as values and principles which have to be understood as influencing factors in the designing of interior
3. identify, describe and solve the problems dealing with residential interior design for settlement logically, systematically, and comprehensively in a design concept
4. transform the design concept in the designing of the interior, supported by technical and aesthetic principles
5. communicate the ideas of design solutions to the settlers
6. present the final design visually and orally as argumentative and interesting as possible
7. make reports and reflections from the experience to serve the settlers who act as clients.

Teaching Strategy

Learning to design residential interior design by real case in the field work which considers settlers as clients.

Teaching Method

1. Lecturing of residential interior design and the application for settlement
2. Lecturing of aspects of psychology, social, economy, and culture in the designing of residential interior design for settlement
3. Surveying in the field of work (settlement) and collecting of literatures in the library
4. Programming of the results of data of field work and literatures
5. Designing in the studio with tutorial
6. Communication of the ideas of design solutions to the settlers
7. Presentation of the final design conducted by tutors in the late of learning process.
8. Making of reporting and reflection from the experience to serve the settlers which are used as clients

IMPLEMENTATION

The Department of Interior Design of Petra uses the model of service learning as a part of the course. The concept of service learning is implemented in the subject of Interior Design II as the destined course. The pattern is: group study, group service. By this pattern students engage in the same set of studies and perform the same type of service: that is designing of

interior in the settlement. To reach the goal this subject consists of four stages.

First stage: Class is started by lecturing of theories regarding residential interior design and the application for settlement. The application must consider aspects of psychology, social, economy, and culture. Those aspects are given as complement materials to prepare the students' understanding of wider aspects they will face in the field of work. This is the difference from the standard method where object of design is not real so students do not have to closely face the aspects of psychology, social, economy, and culture in the field of work. Those aspects become valuable principles which influence the design³.

Second stage: Students survey in the field of work. It is the settlement which is chosen together with agency. For this project the university appoints Centre of Community Service (PPM) of Petra as the agency to facilitate students in preparation of survey. There is no charge for this facility. Surveyed data is collected in the field of work and supported by literatures collected in the library. Settlers participate as respondents to share their problems dealing with their houses in daily life and customs. Students compile the data and make programs by identifying, describing and solving the problems dealing with residential interior design for settlement logically, systematically, and comprehensively. The result of the program is applied in the design concept.

Third stage: Students transform the design concept into interior design. In this stage students do their task in the studio. The result of the transformation is design solution ideas which are presented in schematic drawing. To create the ideas of design solution students need technical and aesthetic principles. These materials have been given in the basic subjects that they had got in the previous semesters. They are: basic design, building physics, building technology, building statics, building construction, ergonomics, and building materials. Participation of mentors in advising students during this stage is important because of the complexity of considerations in creating design solution ideas.

Fourth stage: Students communicate the ideas of design solutions to the settlers to get recommendations. They use schematic drawing for the tool of communication. This process is important both for students and settlers. Students can learn to serve the settlers as their clients. The response of settlers to what students offer can be the feed back for students to check the suitability between their ideas and the

response of clients. By giving response settlers can participate in providing recommendations toward the design solutions for their houses. The notes that students get are the considerations for improvements in studio. After improving their ideas of design solutions students present the final design conducted by tutors in the late of learning process. Finally, they make reports and reflections of their experiences in serving the settlers and submit their final design to the settlers.

COMPARISON

There are two standard systems of approach in pedagogy. They are teacher-centred approach and learner-centred approach. In the teacher-centred approach, planning and instruction are highly structured and the teacher directs students' learning. On the other hand, learner-centred approach move the focus away from the teacher towards the student⁴. Comparison between the implementation of service learning in the subject of Interior Design II and the two approach systems can measure the compatibility of it in the arrangement of plans and instructions.

Teacher-Centred Approach

Let's compare the implementation of service learning in the subject of Interior Design II to the Bloom's taxonomy, a classification system which was developed by Benjamin Bloom and his colleagues in 1956. Bloom's taxonomy is a representation of teacher-centred approach. It consists of educational objectives in three domains: cognitive, affective, and psychomotor.

First domain: Bloom's cognitive taxonomy has six objectives:

- Knowledge. Students have the ability to remember information.
- Comprehension. Students understand the information and can explain it in their own words.
- Application. Students use knowledge to solve real-life problems.
- Analysis. Students break down complex information into smaller parts and relate information to other information.
- Synthesis. Students combine elements and create new information.
- Evaluation. Students make good judgements and decisions (Santrock, 2001).

³ These points are fundamental, as Santrock (2001) explains that problems in a subject often have a community focus, to encourage students to think about how learning and problem solving can be used to better understand and improve the world in which we live.

⁴ Santrock (2001) explains the teacher-centered approach as part of behavioral theory, and the learner-centered as part of constructivist theory. The distinctions are in the taxonomy. Teacher-centered approach has domains of cognitive, affective, and psychomotor. Learner-centered has factors of cognitive and metacognitive, motivational and affective, developmental and social, and individual differences.

In the subject of Interior Design II, cognitive abilities can be developed by students in all stages of learning. By the lecturing of theories of residential interior design and aspects of psychology, social, economy, and culture students can learn to memorize and understand the information so that they can explain it again in their own words. By surveying data, making programs and design concept, and creating design solution ideas they can learn how to use their knowledge to break down complex information into smaller parts and relate information to other information, combine elements and create new information, and solve real-life problems. By communicating to settlers and acquiring feedback from them, students can make good judgements and decisions to improve their designs.

Second domain: The affective taxonomy consists of five objectives related to emotional responses to task (Krathwohl, Bloom, & Masia, 1964). Each of the five objectives requires the students to show some degree of commitment or emotional intensity:

- Receiving: Students become aware of or attend to something in the environment.
- Responding: Students become motivated to learn and display a new behaviour as result of an experience.
- Valuing: Students become involved in or committed to some experience.
- Organizing: Students integrate a new value into an already existing set of values and give it proper priority.
- Value characterizing: Students act in accordance with the value and are firmly committed to it (Santrock, 2001).

In the subject of Interior Design II, affective abilities can be developed by students in the second and fourth stage of learning. By surveying in the field of work and communicating the ideas of design solutions students can be aware of problems of settlers by sharing information dealing with their houses for daily life and custom. Students can raise their feeling of caring for others so that they can be motivated and be involved in solving settlers' problems by design.

Third domain: Bloom's psychomotor objectives include these:

- Reflex movements: Students respond involuntarily without conscious thought to a stimulus.
- Basic fundamentals: Students make basic voluntary movements that are directed toward a particular purpose.
- Perceptual abilities: Students use their sense, such as seeing, hearing, or touching, to guide their skill efforts.
- Physical abilities: Students develop general skill of endurance, strength, flexibility, and agility.

- Skilled movements: Students perform complex physical skills with some degree of proficiency.
- Nondiscussive: Students communicate feeling and emotional through bodily actions (Santrock, 2001)

In the subject of Interior Design II, psychomotor abilities can be developed by students in the second and third stage of learning. During survey in the field of work students can use their senses to see and touch physical conditions of houses, and hear the noise surrounding the houses. During work in the studio students can perform their hands' skill to draw design.

Learner-Centred Approach

Let's compare the implementation of service learning in the subject of Interior Design II to the learner-centred approach, a method which resulted in the creation of the guidelines in *Learner-Centre Psychological Principles: A Framework for School Reform and Redesign* (Presidential Task Force on Psychology in Education, 1992; Work Group of the American Psychological Association's Board of Affairs, 1995; Learner-Centred Principles Work Group, 1997). Learner-centre approach has fourteen principles which are divided into four factors: Cognitive and Metacognitive Factors, Motivational and Affective Factors, Developmental and Social Factors, and Individual Differences Factors.

First factor: cognitive and metacognitive, includes: (1) the nature of the learning process; (2) goals of the learning process; (3) the construction of knowledge; (4) strategic thinking; (5) thinking about thinking; (6) the context of learning (Santrock, 2001). In the subject of Interior Design II, cognitive and metacognitive factors can be developed by students in all stages of learning. Students can learn to understand complex subject matter of the theories which are given in class when they construct the meaning by experiencing them in the field of work. It means that students construct new knowledge by linking new information with existing knowledge in meaningful ways. Students can think again what they have thought by offering their schematic design to get response from the settlers. Through the process of learning student can understand that design must be contextual.

Second factor: motivational and affective, includes: (7) motivational and emotional influences on learning; (8) intrinsic motivation to learn; (9) effect of motivational on effort (Santrock, 2001). In the subject of Interior Design II, motivational and affective factors can be developed by students in the second, third, and fourth stages of learning. When students use settlers as respondents to share their

problems dealing with their houses for daily life and custom, students' emotional states, beliefs, interest, goals, and habits of thinking will occur in the dialogues. When students transform design concept into design in studio, their creativity, higher-order thinking, and natural curiosity all contribute to motivation to learn. Acquisition of complex knowledge and skills requires extended learner effort and guided practice, and it can be experienced by students during studio designing process.

Third factor: developmental and social, includes: (10) developmental influences on learning; (11) social influences on learning (Santrock, 2001). In the subject of Interior Design II, developmental and social factors can be developed by students in the second and third stages of learning. When students survey in the field of work they make social interaction with the settlers. Learning is influenced by social interactions, interpersonal relations, and communication with others. During design process in studio, students create ideas of design solution using technical and aesthetic principles. The principles are based on science of basic design, building physics, building technology, building statics, building construction, ergonomics, and building materials. Students need complex considerations in designing process, therefore each student has different opportunities and constrain for learning. Learning is most effective when differential development within and across physical, intellectual, social, and emotional domains is taken into account. It happens in the studio, and tutors are facilitator to guide students in their individual development.

Fourth factor: individual differences, includes: (12) individual differences in learning; (13) learning and diversity; (14) standards and assessments (Santrock, 2001). In the subject of Interior Design II, individual differences can be developed by students in the second stages of learning. After collecting of survey and literature data each student compiles those data and make a program by identifying, describing and solving the problems dealing with residential interior design for settlement. In this process each student has different strategies, approaches, and capabilities for learning. The differences are influenced by the diversity of individual backgrounds. The same cases happens in the process of schematic drawing, communicating ideas of design to the settlers to get recommendation until presenting final design. All of those processes will be effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account. Therefore standards and assessments for students are set as learning progress, become integral parts of the learning process.

CONCLUSION

Service learning pedagogy has noble purpose to bring back education from industry oriented to society oriented. Referring to the case study in the Department of Interior Design of Petra, the implementation of service learning pedagogy in a subject of design can give additional values for students. Considering aspects of psychology, social, economy, and culture, students can solve the real problems in their society. Through the responding participation of settlers as respondents to share their problems dealing with their houses for daily life and custom, students can raise their sensibility to the condition and the need of society. Communicating the ideas of design solutions to the settlers to get recommendations can make students learn how to serve the settlers as their clients. It also means that students can learn how to receive different opinions and develop comprehension in togetherness. Making reports and reflections from the experience to serve the settlers and giving their final design to the settlers, can make the students learn how to internalize the meaning of caring to others in general.

By comparison, it is evident that the implementation of service learning in the subject of Interior Design II is compatible with both teacher-centered approach and learner-centered approach. The implementation of service learning is conducive for students to develop all their potencies of domains: cognitive, affective, psychomotor; and factors of education: cognitive and metacognitive, motivational and affective, developmental and social individual differences.

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